



# Headmaster's Weekly Bulletin

14 OCTOBER 2022



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# Introduction

My introduction this week is longer than normal and this is intentional, following a report being submitted to the school's Governing Board, which detailed key strategic priorities and themes which I would like to share in an edited form with our school community for the purpose of transparency and accountability.

As people involved in education, and as parents, we should be dealers in hope. Cynicism is the incorrect approach to dealing with the challenges of modern life. If our young people do not dream of what opportunities there might be to flourish, then it is unlikely that they will be idealistic as they develop and grow. At Reading School our staff seek to inspire. We are committed to providing the best opportunities that state education can provide. Based on character, aptitude and intellectual ability we seek to enable barriers to be overcome.

It is a truism that everyone has the right to dream. However, I would contend that we should not expect to achieve our dream if we are not willing to help others achieve theirs. Our commitment to the Reading Way demonstrates courage – we believe in both academic excellence and developing people of character. Team players rather than selfish individuals. Individuals who appreciate being part of something greater than themselves. People want to add value by giving back rather than taking. We want our students to be conscious and wary of any sense of entitlement or an arrogant attitude.

The Danish philosopher Soren Kierkegaard maintained that 'To dare is to lose one's footing momentarily. Not to dare is to lose oneself.' My challenge to students and parents is to support our desire for our young people to strive towards being the best versions of themselves. We can shape a positive future story together, which emphasises academic and character excellence, belonging and community.

## Safeguarding



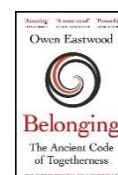
In addition, it is necessary to continue to ensure that our staff and students are aware of the importance of a strong safeguarding culture, as an integral feature of the Reading Way. Safeguarding at Reading School is currently undergoing an external safeguarding review, undertaken by RW Consulting, with many areas of best practice highlighted. The safeguarding 'deep dive' has already encompassed boarding, and will continue to review Designated Safeguarding Lead roles, safeguarding and child protection cases, staff training, admissions, allegations, vulnerable students, external providers and visitors, careers and work experience, and alternative provision. This evidences our commitment to being vigilant and strengthening our strong culture of safeguarding to ensure Reading School remains a safe place for our school community.

## Purpose and the Right to Dream

Furthermore, we must dare to dream and be a purpose-driven organisation, shaped by our core values and the Reading Way. This can be accomplished by championing a narrative of a positive future story. Excellence in all areas is our stated aim. The quality of education along with emphasis on personal development ensures that we aim to go beyond compliance. It is important to fear less and dream more. We need to be more strategic and long term in our thinking, driven by our purpose rather than buffeted by the winds of education policy that sees three Education Secretaries in one week.

This is why at Reading School we are mindful of the responsibilities we have in being stewards of a 900-year organisation. In being grounded by our purpose and our core values, we can shape our operational and strategic priorities over the next 5 years to ensure healthy high performance.

The work of Owen Eastwood which emphasises Belonging has been chosen as the Governing Board 'Reading Week Book Choice' for October 2022. It is more than a symbolic choice as it emphasises one of our key drivers and priorities for 2022-2023. I was also pleased to have the opportunity to mention the work we are undertaking to promote reading on [Radio Berkshire](#) yesterday. Indeed, the work of Ms Loralie Kesteven and her team, needs to be lauded along with that of Miss P Ellis and all departments.



How fortunate we are to have such staff dedicated to providing opportunities for our students to flourish. It is vital we can dream that excellence is attainable and available to people from all backgrounds. Thus, we need to redouble our efforts to provide opportunities for our staff and students to work towards being the best versions of themselves.

It is important that we cast our net wide in the community for talented people and students with aptitude and the right attitude. People who will help build a culture that is shaped by our values. This includes people who know how to adapt, thrive and flourish in challenging conditions. We want to inspire our people, maximise opportunities and demonstrate what excellence can look like, in the classroom, on the sporting field and beyond.





Academic excellence is central to our ethos but it is not the end goal of our dream. Rather we should have an expanded dream that prioritises the broader development of our students so that they flourish in terms of character, leadership and being positive active global citizens. Evidence of this can be seen in many forms, including a new student society launched today which focuses on 'Effective Altruism' and where all year groups are welcome.

Reading School should be viewed as a school of character, a school of opportunity, where we encourage each young person to become the best version of themselves. Therefore, we seek to develop an ecosystem of opportunities, through investing in building trusting relationships and partnerships and seeking long-term successes.

Academic and competitive success can go hand in hand with being purpose-driven. We want to enable opportunities to do things better and do things sustainably. Our purpose is to deliver a consistently exceptional educational experience at Reading School, leading to excellent outcomes. We seek consistently exceptional outcomes for our students, regardless of background, through raising ambition and standards.

## Academic Excellence

Data should be a handmaiden, a tool rather than an answer in itself. The excellent work of Mr P Stromdale and Dr C Kennedy, both recently seconded to the Senior Leadership Team, in the related spheres of data, standards and attitudinal mentoring, corroborates the view that a nuanced view of performance data is necessary if we are to add value. One of the key performance indicators is focused on A\* - B was 93.3% in 2022. 50.3% at A\* was amongst our highest historically. 88.7% of GCSE grades awarded were 9-7. These were exceptional outcomes that we should rightly celebrate and current students should seek to emulate.

## Admissions

A key focus of our purpose relates to the value placed on academic excellence as measured, for instance, through external and internal assessments or examinations. Nevertheless, our definition of purpose, shaped by the advice of Dr J Naish, is wider than academic results. Our purpose is influenced by our commitment to healthy, high performance whereby all our people, staff and students, should be supported to work towards becoming the best versions of themselves, through the provision of fresh and fair opportunities. We continue to be committed to widening opportunity for students with aptitude, attitude and ability.

## Belonging

Culture is also a significant aspect of our approach as we strive to nurture an inclusive strategy that enables our core values to be put into action. This is exemplified in our approach to going beyond compliance in Boarding through the eyes of an external consultant. Significantly, belonging is emphasised in our inspirational Electives programme and our Future Stories initiative, which constitute crucial parts of our eco-system of purpose-driven opportunities.

## Character, Leadership & Empowering Women

Ms L Ayres has ensured that we play a leading role nationally in seeking to develop more diverse senior teams. The substantive female members of the Senior Leadership Team at Reading School are inspirational role models and their outstanding performance is supplemented by talented women seconded to the Team in 2022-2023, Dr C Kennedy (pictured), Ms A Stratford and Ms S Rogers.

Indeed, it is also pleasing to note the refreshing and reordering of Character and Service in the Sixth Form, linked to the positive influence of Dr P Cummins and the leadership of Head of Sixth Form, Mr A Lloyd. Influenced by our Lead, Learn and Serve philosophy and the emphasis on leadership as service, the Sixth Form are explicitly focusing on developing character in 2022-2023. Responding to the positive advice and influence of Dr Phil Cummins, Head of Sixth Form, Mr A Lloyd is ensuring that Sixth Formers are 'giving back' and providing others with the opportunities to be the best version of themselves.



## Community & Partnerships

Influenced by the inspirational approach prior to the Second World War of Reading School to the Kindertransport, contemporary leaders are demonstrating a creative, purpose-driven approach to developing our approaches to working successfully with Ukrainian refugees (Students, both boys and girls and their mothers).

Having helped match 53 Ukrainian refugee families with local hosts, Senior Leaders became increasingly aware as guests arrived that there was a lack of local school places at both primary and secondary phases of education. It became clear that no nationwide policy or provision was planned to ameliorate this issue and so in the Spring the Deputy Headmaster met, and worked with two local MPs and local directors of education on a Ukrainian Virtual School pilot project.



Having supported three appeals for school places for Ukrainian families, Reading School's leadership team eventually established that Ukrainian young people who were enrolled in their own schools could be permitted to attend Reading School as guests and could access elements of the Reading School curriculum whilst also being given safe space for their own studies. Reading School staff and students have, as would be hoped, risen once more to the opportunities afforded to them. Junior students are consistently translating and supporting their Ukrainian peers, have embraced the addition of new friends, and have witnessed the school doing all it can to 'do the right thing'.

Staff have volunteered time to run trips in the holidays, to provide English lessons and to provide catch-up work. The exceptional work of Dr C. Evans, Ms L Kesteven, Mr K Luteijn, Mr S Pedlow and Mr T Evans has made this scheme possible.

Furthermore, in 2022-2023 the Ukrainian Support Programme funded by Reading Borough Council, and organised through the auspices of our Future Stories programme, we are proud to share details of a new activity program which will provide weekly sessions for Ukrainian young people from November 2022. Offered to up to 40 young people weekly at Reading School, these start on the 9th November. The first six weeks are focused on team building and social interaction with a range of activities and trips that will explore the importance of collaboration.

There is much to look forward to in achieving our strategic goals as a Reading School Community.

Thank you,

**Mr AM Robson**

**Headmaster**



# Key information

## All Years

### Get Ready for Reading Week 2022

Use Oliver to find out which Reading Week books are available in the LRC. To make it even easier the LRC Team have created Year group lists which can be clicked to view and reserve books. Simply login with your student Oliver account details. If any assistance is needed, please email Ms Kesteven on [ikesteven@reading-school.co.uk](mailto:ikesteven@reading-school.co.uk)

Please click relevant links as below:

[Year 7](#)

[Year 12](#)

[Year 8](#)

[Year 13](#)

[Year 9](#)

[Physics](#)

[Year 10](#)

[Physics Bonus](#)

[Year 11](#)

[Year 7 and 8 LRC Historical Fiction](#)

### Reminder - Annual Commemoration Service 2022 on Friday 21 October 2022

Each year we celebrate the founding of Reading School and its historic ties with the Borough of Reading by holding a service at the Reading Minster of St. Mary-the-Virgin. Our service this year is more poignant, given that it will be the first in-person service in 2 years. This will take place on **Friday 21st October at 14:00**. The service should be finished by approximately 15:00. We regret that, due to space limitations, we are unable to accommodate parents or carers at the service. We would nevertheless value your co-operation in ensuring your son is in his smartest possible uniform for this occasion, and are pleased to inform you of the logistics of the event:

#### Year 7, 8, 9 & 12 and 13 students ONLY

All students will have lessons as normal until Period 4

Mr O Griffin (Head of Music) has notified musicians involved in the ceremony. These students need to be excused from Period 3 so that they can meet at Music School for 10:00 to be escorted to the Minster for rehearsals (this list will include Year 10 musicians who are participating).

Lunch will be served from 11.55 to 12.30 and tutor registration for these year groups will take place at 12:35 in normal form rooms.

After registration and form time, junior students will be escorted **to and from** the Minster by staff and senior students (Sixth Form Prefects and senior students assisting will be notified separately via Teams).

All other sixth formers will be allowed to make their own way to the Minster with registration taking place at the Minster and will be dismissed from the Minster after the service.

Students should be **smartly dressed in full school uniform**. If they have games that morning, they must bring their uniform to change into.

**It should be noted that students are not permitted to take bags with them to the Minster as there is simply not enough space for bags to be stored safely. Therefore, bags should be left in lockers at School or in the Chapel (for those who do not have lockers).**

**All students must return to school with staff and senior students after the service to collect their belongings before we begin half term.**

Please note that there will be **no** lunchtime or after school clubs on this day.

**Horseman coaches are booked** to depart from school, as usual, at **15:40** and **will not leave** without students.

Except for religious exemptions, all students in the year groups above will be participating in this event. However, if you do **not** wish your son to attend, arrangements have been made so that he will be supervised at school during the afternoon. If this is the case, please email [events@reading-school.co.uk](mailto:events@reading-school.co.uk) providing your **son's name and form** with your request **by no later than Friday 14th October**.

## Year 10 and 11 ONLY

Due to the capacity at the Minster, we are unable to have all the school attend, therefore, **Year 10 and 11 students will remain at school.**

Year 10 and 11 students will then have their normal lessons up to Period 5 which will run from 11:55 to 12:35 for both year groups.

Lunch for pupils in Years 10 & 11 will be served from 12.40 to 13.25.

Year 10 students will be undertaking supervised HPQ work in the JKB or LRC. They should line up outside the LRC at 13:25. School will finish at 15:25 as usual.

Year 11 students will be undertaking an English GCSE mock exam in Big School and other classrooms. They should line up outside on the terrace at 13:25. School will finish at 15:25 as usual.

Photography/videography will take place during this service for Reading School marketing purposes to be included on the website and school social media. If you do **not** wish for your son to be included, please email your son's name and form to [events@reading-school.co.uk](mailto:events@reading-school.co.uk).

## Years 10 and 12 only

### Geography Trip to the Azores – Easter 2023

The Geography Department are delighted to announce that we are once again organising a trip to the Azores in Easter 2023. The provisional dates for this trip are 31st March to 4th April (5 days/4 nights). The trip is available to students in Years 10 and 12 studying Geography with the aim to support their studies undertaken at school, particularly volcanic landforms and energy security studied at both GCSE and A Level. The Azores islands were formed through volcanic activity and provide a perfect location to see a verity of volcanic processes and landforms and experience how the islands have harnessed geothermal power.

A wide range of excursions and activities are provisionally planned, including:

- Furnas Valley – interpretation centre and caldera lakes
- Furnas Geothermal Village
- Hot springs, fumaroles and botanical gardens
- Tea plantation visit – grown in the mineral rich volcanic soils
- Whale watching trip
- Lago de Fuego caldera lake
- Caldera Velha hot spring
- Geothermal power plant visit and Salto do Cabrito Waterfall
- Sete Cidades and caldera lake
- Ponta Delgada town exploration
- Walk through the Gruta do Carvao lava tube and caves
- Pineapple plantation visit

The cost of this trip is expected to be around £950. This price is based on 30 students attending this trip. In the event that significantly fewer students express interest in this trip, we will not go ahead with the booking as this will increase the costs significantly. In the event that the trip is oversubscribed, students will be randomly selected.

This price includes:

- Return airport transfers by coach
- ATOL protection
- Full board accommodation
- Professional guides
- All excursions, evening activities, entrance fees and coach transfers whilst in the Azores

This is an enrichment trip and is therefore not a compulsory element of either the GCSE or A level geography course. However, it would undoubtedly aid your son's understanding and appreciation of some of the key geographical issues connected with plate tectonics, hazards and energy issues.

If you would like you son to attend this trip, please fill in this expression of interest form by 6th November - <https://forms.office.com/Pages/ResponsePage.aspx?id=QKRT3Wr9XkC75lKx5h6C27iW6ynpr99AtvSk7drKYJFUMjJR RUtHR0IPSE9XSzFBOVVSDINR1RRVC4u>

*Please note no money is being taken at this stage. Unfortunately, we will not accept expressions of interest after the above date.*

We do require a quick turnaround to secure the lowest price possible for the trip. Please note that your son will have to be in the possession of an EHIC Card and a Passport valid for the proposed duration of the stay and photocopies of these will be requested at a later stage. The Azores are Portuguese Islands and may require a Visa for non-UK or EU passport holders. It is your responsibility to ensure that visa requirements have been checked and if necessary, applied for in good time before the trip.

The trip is being booked through an experienced tour company. They work closely with us during the whole tour planning process to ensure that your child will get the very best learning experience whilst away.

We hope your son will be able to join us on this exciting trip to one of Europe's most beautiful areas. If you have any further queries, please do not hesitate to contact Mr Luteijn - [kluteijn@reading-school.co.uk](mailto:kluteijn@reading-school.co.uk)

## Reading School Vacancies

### Teacher of English – Maternity cover

Reading School is seeking to appoint an enthusiastic and talented English Teacher to provide maternity cover from January 2023. All applicants must complete a teacher application form and submit it to: [hr@reading-school.co.uk](mailto:hr@reading-school.co.uk). Forms can be downloaded from the vacancies section of the Reading School website. Early application is advised as we hold the right to close the application process early if a suitable applicant applies and is appointed. We will make every effort to ensure a recruitment decision is made before the end of October. For further information please see the information pack: [Link to Information Pack](#)

### Alumni and Development Assistant – Maternity cover

Reading School is seeking to appoint an organised Alumni and Development Assistant to provide maternity cover from November 2022. All applicants must complete an associate staff application form and submit it to: [hr@reading-school.co.uk](mailto:hr@reading-school.co.uk). Forms can be downloaded from the vacancies section of the Reading School website. Early application is advised as we hold the right to close the application process early if a suitable applicant applies and is appointed. We will make every effort to ensure a recruitment decision is made before the end of October. For further information please see the information pack: [Link to Information Pack](#)



# Excellence, Belonging & Community

## Excellence in Computer Coding

The Inter-House Coding Competition promotes interest in coding to a high standard amongst many able computer scientists. There are various levels of entry across all year groups and this year's aim was to create a multiplayer board game that can be played over a network.

Python was the selected language for all students, although they had free range to use libraries and the whole-day coding competition ran from 08:30 to 15:15 on Friday 23rd September.

"3..2..1.. Goooooo" Students immediately started to collate images for use in their board games, testing out the initial programming commands and working out how they would bring their creation to life. Some groups planned to make it artificially intelligent and it was clear there were no bounds to the students' enthusiasm and desire to develop the most outstanding and distinguished design of a game. This craving for success would come back to bite them in the back (or is it byte them in the RAM) as providing a fully functional finished game at the end of the day was certainly a challenge.

Well done to all who joined us for the whole day of coding. This event will certainly be run again at the beginning of the next academic year.

*"It was a fun; all day experience and I enjoyed the process of creating and experimenting with code."* Sripratish R (8S)

*"House Coding was by far the best House Competition I've been in. In terms of coding, one day is not a lot of time to make a program and so it was necessary to work as fast as possible, until the very last second. However, this did not stop it from being fun, with much experimentation needed to make a good program. It's very rewarding when you see a huge block of code you've spent the last ten minutes writing just work without any errors. The people around me, irrespective of their House, were very supportive and it was a brilliant atmosphere to work in. Overall, House Coding is the best!"* Akshith A (10E)

### Bebras 2022/2023 Computational Thinking Challenge



This competition will run in lesson time from 7 - 18 November 2022, with the next OUCC first round (for invited students): 16 - 20 January 2023. If you do not take Computer Science as a GCSE or A-Level option, additional times to take part will be organised based on responses to this form that captures student preferences: <https://forms.office.com/r/TTerq3Cjaa>

Get prepared by clicking the student practice link here: [Welcome - UK Bebras](#)

Please register your own interest. This is for high-performing students to receive information about Oxford University outreach activities for students who have taken part in Bebras and/or OUCC.

Register at: <https://oxford.onlinesurveys.ac.uk/bebras2022>.

## A reminder

We very much feel that it is a privilege to be able to consistently showcase the achievements of our students and wider school community every week. Not just academic accomplishments, but across a breath of areas from sports through to demonstrating compassion. We feel as proud of our students' achievements as our parent community and we hope that by showcasing them, it provides inspiration of what is possible across a diverse range of areas.

Unfortunately, due to the number of events, activities, competitions and accomplishments that take place during a school week, not all can be featured in the weekly Headmaster's Bulletin. We do however, work hard and try our very best to capture as many highlights as we can, in order to share with the whole school community, within the Headmaster's Bulletin and our social media channels.

# Community

## Schools of Sanctuary



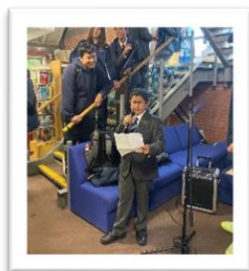
This week Reading School began the process of becoming an accredited School of Sanctuary by signing the City of Sanctuary UK organisational pledge. By signing the pledge, we have affirmed our commitment to fostering a culture of welcoming, inclusion and belonging within the school community and wider society. More information about the award can be found on their website - [Schools of Sanctuary | Building a culture of hospitality for people seeking sanctuary](https://www.cityofsanctuary.org.uk/schools-of-sanctuary/)

The organisation pledge states that: *"We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work (as far as our specific context enables us to). We recognise the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context."*

Over this academic year we will be looking to demonstrate how we share the Schools of Sanctuary values of inclusiveness, openness, participation, inspiration and integrity by sharing what we are already doing, as well as starting new initiatives. Examples of how we can evidence our commitment to these values include our programme of hosting Ukrainian guest students as well as raising awareness of the issues faced by those seeking refuge within our curriculum. We are very keen for this project to be driven collectively by staff, students, parents and governors and so if there are any projects that you are already involved with that demonstrate these values or you are keen to be involved in this process, please get in contact with Mr Luteijn – [kluteijn@reading-school.co.uk](mailto:kluteijn@reading-school.co.uk)

## LRC

### Poetry on the Stairs



National Poetry Day was celebrated in the LRC with our much loved 'Poetry on the Stairs' event. Pupils could enjoy listening to poetry at break and lunch in the LRC, with a prize awarded to for the best Junior and Senior performance.

The Junior prize winner was Darsh P (7S) who recited A Nation's Strength and the Senior prize winner was James F 12EF who entertained us with a range of poetry displaying a talent for accents and comic timing.

This is an annual community event, organised this year by Pupil Librarian Sid M 11L

### National Poetry Day – Shortlisted Poems

Last week we featured poems from our new and outgoing Poet Laureates, Rupert T (7C) and Dan T (13S), as part of National Poetry Day event held in the LRC. This week we feature two shortlisted poems from Pranab D (7E) and Joshua O (7W).

#### Oh Mother Earth by Pranab D

Oh how the hills,  
Were once so green,  
Back when the humans,  
Were unseen,  
Then came war,  
The hills were red,  
With so much blood,  
Of all those dead.

Oh how the land,  
Was once so lush,  
Back when the humans,  
Did not rush,  
For factories,  
And things unseen,  
How nature now,  
Looks so obscene.

Oh how the world,  
Was once perfect,  
Until the humans,  
Showed neglect,  
Will Mother Nature,  
Be again,  
The thriving host,  
She was back then.

### Untitled by Joshua O

Serene was the glen and so satisfied it seemed,  
As if this were paradise undisturbed and at ease,  
Yet no exuberance and no zeal with no play and no fun  
But if this were Divine Providence then let it be done,

With the butterflies' flutter so dainty and so sweet,  
No trespasser to smother to evoke panic or scream,  
The contrary to anarchy and shout and congestion,  
Rather a little home that planned all with no additional questions,  
And always is room for the large and the small,  
And if no panic he stirred and no havoc at all,  
Room for a man to read books or look hazily on,  
With a smile whilst he sings the residues of a song,  
With a lilt in his voice to supplement his calm,  
Seduced to stay forever in no pain and alarm,  
For the sedative is the forest not the drug or the pill,  
The natural environment so tranquil and still,

But one morning that followed the dark of the night,  
A gathering of vagabonds marched up to the sight,  
And like gods of another realm with their machines and their tools,  
With their oily attire and hats made for fools,  
So round and so yellow, hiding their tallowy skin,  
And their voices that callously ordered the rest of them in,

They will always be the panic, the desolation and the misery,  
As they heartlessly annihilated the glen's glorious history,  
For days and for years it stood remote and untainted,  
But now they destroy what the kinder ones created,  
Thieving the creatures, their children and the very trees themselves,  
But in a state of lifelessness, in pieces, unrooted and fell,  
Leaving the place, now inglorious, a great tract of land,  
To become an abandoned field, as the culprits had planned  
With no wildlife or serenity due to the criminals from hell,  
That made it a forlorn story for me now to tell

### Extreme Reading Photo Competition

Year 7 were challenged to take a photo reading somewhere interesting or unusual over the summer holidays. We were impressed by all of our Extreme Readers and we would like to congratulate our winners:

Anish P (7C), Judown J (7E), Rajat N (7L), Darsh P (7S) and Neel K (7W)

Everyone who entered received a DARE point for participation and the winners received an Amazon gift card. Each tutor room received a poster of all their entries and a full display can be found in the LRC. We have also used the photos for our new Library Reward cards.

### Summer Reading Challenge

Year 7 were also invited to complete our Summer Reading Challenge. Over the summer, pupils were encouraged to read at least six books from a range of different genres and they recorded what they read using an online form. DARE points were awarded to all pupils who recorded having read at least 6 books. We were very impressed by all the reading that took place over summer and we would like to congratulate 7E for collectively reading the most - 192 books!

## Book Buzz

To welcome Year 7 to Reading School, we have gifted each pupil a free book from the fantastic Book Buzz programme, kindly funded by the ORA. Pupils were able to listen to the authors of 17 specially selected titles before choosing their book. These books have arrived just in time for Reading Week and will be distributed to them during their English lessons.

## BioArtAttack Competition



Get together with your class, friends or family and get creative. Make towering models of cells, paint pictures of organs, or papier-mâché proteins, animals and more.

Anything and everything creative is eligible for submission. Just take photos of your artwork and submit them to [fhowson@reading-school.co.uk](mailto:fhowson@reading-school.co.uk)

You also need to tell us in writing a bit about your piece, including:

- The title of your piece
- Equipment and material used
- What your piece depicts
- The science behind your piece

A judging panel of Reading School Biology staff will decide on a winner and runner up, for both the individual category and group entry category.

The [BioArtAttack](#) winners in each category will receive a prize for their creation. Closing date: 25 November 2022

[2021 competition winners](#)

[2020 competition winners](#)

## Doughnut Sale: Wednesday 19th October

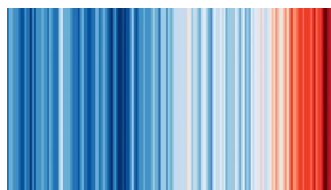


Laud House Charity Prefects, Joe H (13L), Siddhant M (11L), Oscar T (12L) and Rahul G (13L) are holding a Krispy Kreme Doughnut Sale on 19th October to raise money for a local homeless charity, [Launchpad](#).

Launchpad is Reading's leading homelessness prevention charity which provides help for people living in Reading who have lost their homes or are at risk of losing them. They provide vital information and support for these people and were able to help over 800 people suffering a housing crisis last year.

If you wish to buy doughnuts, please come beneath the LRC canopy during your allocated break or lunch. Be sure not to forget your change!

## Green Council Elective (Year 7/8)



This half-term, the Green Council have been discussing ways to engage the entire school community around sustainability and the environment. Students on the Green Council have collectively designed and shared a 3-minute Microsoft Form (<https://forms.office.com/r/1wSRN3Bn0a>), which all students are welcome to fill in by Thursday 20th October, so that we can gauge the student body's priorities for the environment, as Evangelos D (7L) explains below:

*"I am writing on behalf of the entire Green Council about the goals we have had over the recent few weeks. We have had numerous suggestions from the team, and were so overwhelmed by choice, that we decided the entire community of Reading School should have the opportunity to share what they feel about our climate and environment. Consequently, we prioritised the subjects we had covered and put them into a form. By filling out the form, you help Reading School thrive and become environmentally friendly."*

We have already had nearly 100 responses.



Students in the Green Council have also brought up the connection between the recent deadly floods which have devastated Pakistan and affected millions of people--including relatives of some of our student members--prompting Reading School's act of solidarity on our Non-Uniform Day, and climate breakdown driven by global heating. For an analysis of the latter, including input by Dr Liz Stephens of the University of Reading (one of the stakeholders at the recent Climate Festival Youth Fair held at Reading School), please see the following article:

['Monster monsoon': why the floods in Pakistan are so devastating | Flooding |](#)

## Sports Fixtures

### **Monday 17th October**

Yr7 National Cup football v George Abbot 3.30 Away (Mr Allen)

### **Tuesday 18th October**

Yr7 Rugby vs The Wren School 4pm Home (Snr Sanchez)

Yr11 Rugby vs Piggott School 4pm Away (Mr Tett)

### **Wednesday 19th October**

Yr 8 Rugby vs Bohunt School 4pm Away (Mr Robertson)

Yr 10 Rugby vs Waingels 4pm Home (Mr Tridgell)

1st XV Rugby vs Schools Federation XV 4pm Away @Rams Rugby Club (Mr Kearle)

Yr11B Football vs Maiden Erlegh 3.45 Home (Mr Allen)

### **Thursday 20th October**

Yr 9 Vs Holme Grange 4pm Home (Mr Allen)

# RSPA

## Reading School Parents' Association AGM

We are delighted to invite you all to our Annual General Meeting on Tuesday 8 November @19.30pm in the school refectory. It is at this meeting that all of our current trustees will stand down. Some will stand for re-election and we also have some new members interested in taking on roles. If you wish to become involved with RSPA please email [contactus@readingschoolparents.co.uk](mailto:contactus@readingschoolparents.co.uk). We would love to hear from you.

## Hoodies

We have unfortunately run low on stock of some sizes. An order has been placed and we will let you know as soon as it has arrived.

Wishing you all a very happy weekend.

The RSPA Team

## Michaelmas Term – Week 6

To keep up to date with student life at Reading School, click the icons below to follow and stay connected.



### House Coding Competition Winners



From left to right: Yatharth P (7C), Mojtaba C (9E), Noah V (8C) and Akshith A (10E)



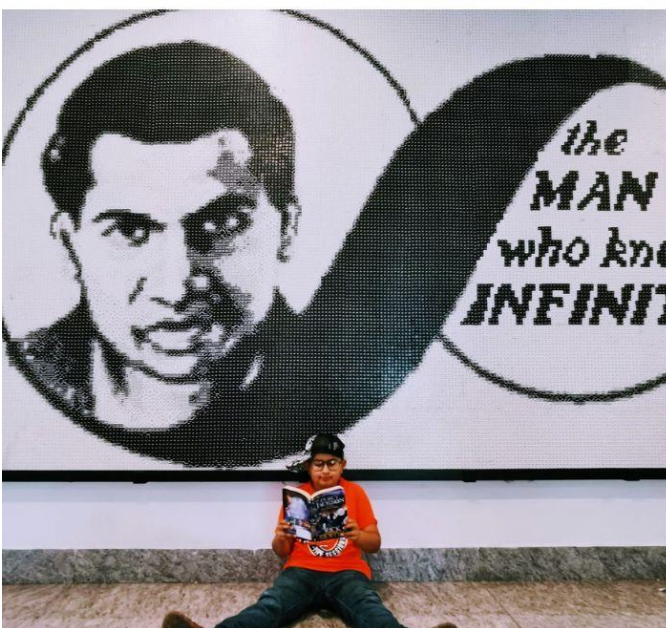
Tyler H (11L)



Isaac B (12L)



Extreme Reading Photo Competition Winners





Year 9 Rugby Training with Mr Tridgell, as he puts them through their paces























Parent feedback is important to us and if you have any comments or suggestions, please contact the Community Relations Office by emailing [communityrelations@reading-school.co.uk](mailto:communityrelations@reading-school.co.uk)